

first

the COURIER

Vol. L (A), No. 5

CLARKE COLLEGE, Dubuque, Iowa

October 7, 1977



Carolyn Cook and Simon Rodriguez rehearse for 'Cabaret' which will be presented Oct. 14-17.

Farrell candidacy receives positive community reaction

By Fred Appel

(CCSNS) - Nuns don't pay taxes, nuns don't know about traffic problems, nuns take orders from superiors, nuns are women.

These "issues" were widely discussed on the popular radio program "Sound Off" of KDTH. Of the 28 calls received, 14 thought Sister Carolyn Farrell's candidacy was great, eight were violently against a nun running for office, and six were against any woman seeking any office.

Times have changed and nuns are not controlled by their superiors," said Mary Motsen, 509 Lincoln Ave. "I don't believe she would be influenced by officials of Clarke College any more than councilman Tully is influenced by the operation of his lumberyard. I believe they both would abstain from voting on an issue that was even close to a conflict of interest."

A primary election Oct. 18 and the general election Nov. 8 will determine the council members.

Other patrons, who chose to remain unidentified, were in general agreement with these statements. Persons within the Clarke community reacted positively to the Farrell candidacy. Freshman Margaret McMichael said, "I was pleased to hear she was running. I don't think the fact that she's a nun should hold her back from anything. I've met Sister Carolyn a few times and she seems like the kind of person who could do a job like that well."

"I think Sister Carolyn's running will get Clarke more into Dubuque," said sophomore Lisa Greby. "She seems very well informed."

History instructor Pat Folk commented, "I think Sister Carolyn is probably more qualified than most people who sit on city councils. All this business about how a religious shouldn't run for public office is ridiculous. If she is qualified, she should run, and people should vote for her."

Elin Edwards, English instructor, said, "I don't see why her being a nun should mean that she couldn't run."

Clarke Bar opens

new items, and Halteman said the prices are lower than last year.

The Clarke Bar opened on Sept. 28 to a moderate student-faculty crowd. Manager Tom Halteman reported that 74 sandwiches were sold on opening night and 37 the next night.

Halteman noted that various new sandwiches have been added to the Clarke Bar's menu. Ham and cheese, bratwurst, and a study program.

HOME COMING 1977

LORAS AND CLARKE EXPEDITION

FRIDAY, OCT. 7

8:00 p.m. Pep Rally, Loras Fieldhouse
9:00 p.m. Clarke Union

SATURDAY, OCT. 8

10:00 a.m. Parade - Downtown Dubuque
12:00 a.m. Alumnae Luncheon - Student Dining Room
2:00 p.m. Football. Loras vs. Martin Luther College, Rock Bowl. Halftime Show
Clarke Open Campus - Department Mini-Programs for Alumni
5:30 p.m. Liturgy. Clarke, Sacred Heart Chapel
8:00 p.m. Student Party, Ramada Inn

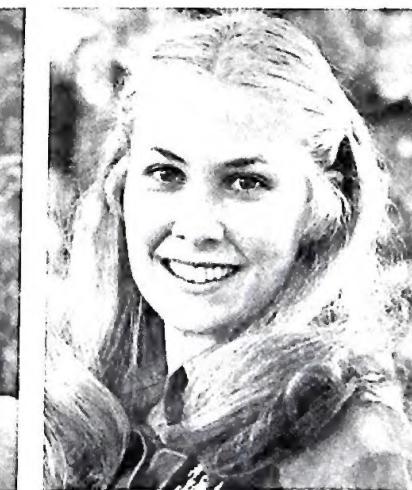
SUNDAY, OCT. 9

10:30 a.m. Liturgy. Loras, Christ the King Chapel
12:00 p.m. Open House, Clarke and Loras

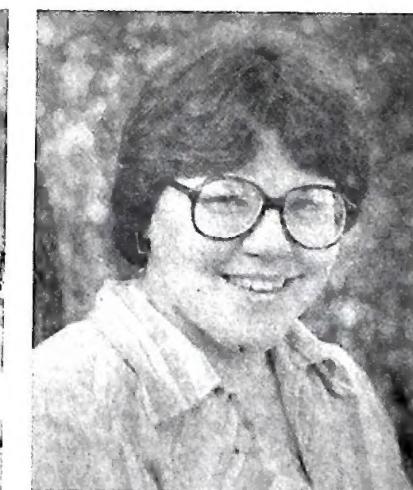
Homecoming Court . . .



Jane Daly



Renata Korona



Rene Manning



Mary Bockenstedt



Delrose Hazer



Peggy Ann Lassance

COURIER COURIER COURIER COURIER
Opinion
 COURIER COURIER COURIER COURIER

Student-alum unity would benefit Clarke

Homecoming, for students means week-end of fun preceded by a week of hard work. For alumnae it means returning home and reminiscing.

For Clarke students Homecoming is a pep rally, post rally party, a parade, football game and a formal dance. For alumnae it is the parade, football game, a series of social gatherings and an open house with their former major departments. It has always been said that homecoming is for the alumnae but are they the only ones to benefit?

Most of the activities scheduled for homecoming weekend are intended to appeal to a specific audience; alumnae or students, but not both. The activities which do include both, the football game and parade, are of a spectator nature where there is very little if any, interaction between these two groups.

Students hear so much about the alumnae and see notices regarding their activities but rarely see the alumnae themselves. All Homecoming week activities are undertaken with the goal of pleasing the alumnae. After such a build up it is disheartening for students to catch only a glimpse of a few alumnae.

It seems that the best way to improve Clarke is to look at its future as well as its past and present. The alumnae can offer information of the past, current students information of the present and together, the two groups can propose a future.

Interaction between students and alumnae can have positive effects on the current policies, activities and students of Clarke. Alumnae

have wisdom as well as knowledge of the school's past, which combined with the knowledge and ideas of students, can iron out many flaws in current action on the campus. Alumnae may also have an insight as to the direction which Clarke is heading and can offer advice to the students. After all, the current students will one day be alumnae and will want their alma mater to be impressive.

It would appear that homecoming is the best time to bring these two groups together. Alumnae are in the spirit to reminisce as well as being in the perfect position to offer their opinion of the school. The students are, at this time, hoping that the alumnae will step forward and tell what has happened in the past as well as any expectations they had and or have of Clarke. The goals of these two groups are the same: to improve Clarke, so why not bring them together?

Joint activities could be scheduled where the students and alumnae have fun together as well as work toward a common goal. Mock class meetings could be held with alumnae attending, offering suggestions and relating the past. Informal get-togethers and discussions offer perfect outlets for insight and advice. The socialization at a reception would initiate ideas and open up thought patterns by the two groups that could be acted upon, by either group, at a later date.

Homecoming is a time for coming home and reminiscing but it is also a time for expressing expectations and being assured that the pride in one's life will remain. With students and alumnae working together this can be achieved.

S-U option, withdrawals may increase general GPA

By Elizabeth Aga
 News Editor

(CCSNS) - Policy changes and a liberalized approach to education may be the major causes of the giving of higher grades at Clarke College.

A March 4, 1975 memo from Sr. Helen Thompson and Sr. Eugenia Sullivan, Academic Dean and Registrar respectively, to the Academic Affairs Committee, listing percent of graduates earning academic honors from 1965 to 1975 indicates an average of 17 percent earned honors from 1965-1967.

There were only 8 percent each in the 1968 and 1969 graduating classes.

The drop reflects the 1960's nationwide student political protests, disenchantment with academic achievements and general campus unrest, Sister Helen said.

The trend reversed itself and 13 and 12 percent graduated with honors in 1970 and 1971, respectively.

The S-U option was implemented in 1971. According to the 1976-78 Clarke Catalogue, S is defined as C level work or above, credit being received for the course, but points not counted in the student's average.

A U is D-F work and no credit is received and the hours attempted not counted into the average.

This option enables students weak in certain fields to explore those courses while avoiding a drop in their GPA if they get a C in that course.

There was a jump in percentage of honor students from 12 in 1971 to 21 in 1972 reflecting accumulated payoffs for the S-U option which was implemented when the 1972 graduating class was in its sophomore year.

In 1972 an S grade was implemented for all transfer credits including summer sessions taken elsewhere. According to this policy, grade points for a Clarke degree will be computed on Clarke course credits only.

Although more work and effort is required in these courses, more students get A's and B's, because they have a chance to work on their mistakes and weaknesses, and put in extra work to get higher grades.

Another instructor here thinks that students work harder nowadays, such as going to graduate schools or getting well paying jobs, and know the emphasis graduate schools and employers attach to higher grades.

Another general trend noted during the survey was the higher GPAs for most upper level courses.

For example, the 1972 GPA for a lower level chemistry course, General Chemistry was 2.7 as compared to 3.5 for Physical Chemistry, a higher level course.

General chemistry GPA's for 1974, 1975 and 1976 were 2.45, 2.24, and 2.28 respectively whereas the GPA for the same year for Physical Chemistry were 3.38, 3.66 and 3.60.

Withdrawals

Other policy implementations that may have had an impact are: the ability to withdraw from a course one week prior to the first day of final examinations; and the elimination of specific, compulsory courses.

Students withdraw from a course in which they feel they will not be getting a good grade.

This inflates the GPA since withdrawn people who may have earned D's or F's cannot be counted in the dividing factor when computing the average for that class.

Courses from which students withdraw are recorded on their transcripts but not included in the dividing factor when making out their GPAs.

Barbara Schick, Food & Nutrition Chairperson, said: "It looks like all I'm giving are A, B, and C's because students with D's and F's usually withdraw from the course."

Prior to 1973-74, the F student received appeared on her transcript and was included in averaging her GPA. Now however, a No Credit Awarded - appears on her report card and the course is not included in the dividing factor. This measure also tends to inflate the GPA.

In addition, students can repeat courses in which they received a D grade. The second grade, provided it is higher, replaces the first on the transcript.

Elimination of specific course requirements and institution of flexible area programs have also enabled students to avoid courses they feel they will not do well in.

Ballet Required

Admissions Director Ruth Ann O'Rourke, who graduated from Clarke in 1959, said during her days there was no S-U option and no withdrawing from courses.

In addition, students were required to take specific courses in ballet, English literature, western civilization, math, and music and art appreciation.

This resulted in lowering GPAs for students not good in certain fields, since they could neither avoid nor take the courses S-U.

History instructor Pat Folk said, "These are the best students I've ever taught," although, he added, they don't expect to work hard."

"Below are the few surveys taken of randomly selected specific courses.

The GPA for Food, Selection and Preparation, a lower level course went from 2.7 in 1971 and 1972 to 2.75 in 1973, 2.71 in 1974, 2.64 in 1975 and up to 3.08 in 1976.

GPAs are usually higher in upper level courses because most participants are majors with solid backgrounds in their disciplines.

In addition, the number of students in upper level courses are much lower than the number of students in introductory or general level courses. This gives teachers the chance to detect individual weaknesses.

Corroborating this general trend is a comparison between an upper level and a lower level food & nutrition Courses.

GPA for Food Selection and Preparation, a beginning course for the period 1973-1975 was 2.75, for 1973, 2.71 for 1974 and 2.64 for 1975.

Paralleling this was a lower level math course, Math Analysis. The GPAs for a 7 years period were 2.64 in 1966, 2.68 in 1968, 2.87 in 1971, 2.73 in 1973, 2.75 in 1974, 2.90 in 1975, and 3.21 in 1976.

Considering this math course was taught by Sister James Marie Gross, who says her grading policy has been consistent over the years, the GPA rise in such an either-or course may discount the emphasis on math, may discount the emphasis today given the theory that teachers grade easier.

Dr. Henry Goldstein, psychology professor, feels the high GPA may be caused by the fact that teachers do a better job in explaining the goals and objectives of courses.

He also attributes it to the change in the meaning and approach to education. He said teachers today call for understanding of, and ability to relate ideas and concepts.

Some psychology courses, he added, are structured to meet individual needs and avoid punishing slow learners.

Continued on page 3

Dr. Meneve Dunham
 Grade evalua

Continued from page 2

For Elementary Foods, an S-U option are reinstated and S-U option teachers re specifics, it students earni

In that case Clarke gradu

the A's and B's may easily f

graduate sch

GPAs.

The solution to rede

education, its

Flexibility

The unequa

small to fit c

looking deliv

42 Hz. respo

mate suspe

can be

extrem

Second class postage paid at Dubuque, IA 52001. \$2.00 per year per subscription. Published weekly during the school year except during Thanksgiving, Christmas and Easter vacations, and examination periods by the students of Clarke College.

editor: anne ely

news editor: elizabeth aga

feature editor: mary kaye reynolds

staff: jane daly, bev schroeder, jan kitch, peg o'connell, kathy grove, kim

whitehead, deb green, mary evans, barb kuhle, mary engelken, barb walsh

photographers: teresa mori, lisa hunter, margaret doyle, mary mattuc

business manager: kathi greenan

sports editor: meredith albright

photography editor: barbi ries

moderator: george r. r. martin

general editor: Sister Sheila O'Brien, Associate

assistant editor: Sister Kathleen Mullin

assistant editor: Sister James Marie Gross

assistant editor: Sister Helen Thompson

assistant editor: Sister Eugenia Sullivan

assistant editor: Sister Mary Jeremy

assistant editor: Sister Therese Mackin

assistant editor: Sister Mary Doyle

assistant editor: Sister Margaret Stecher

assistant editor: Sister Nancy Yerger

assistant editor: Sister Yvonne Yerger

assistant editor: Sister Barbara Schick

assistant editor: Sister Barbara Kuhle

assistant editor: Sister Mary Engelken

assistant editor: Sister Barb Walsh

assistant editor: Sister Mary Evans

assistant editor: Sister Mary Mattuc

assistant editor: Sister George R. R. Martin

assistant editor: Sister Kathleen Mullin

assistant editor: Sister James Marie Gross

assistant editor: Sister Helen Thompson

assistant editor: Sister Eugenia Sullivan

assistant editor: Sister Mary Jeremy

assistant editor: Sister Therese Mackin

assistant editor: Sister Mary Doyle

assistant editor: Sister Margaret Stecher

assistant editor: Sister Nancy Yerger

assistant editor: Sister Yvonne Yerger

assistant editor: Sister Barbara Schick

assistant editor: Sister Barbara Kuhle

assistant editor: Sister Mary Engelken

assistant editor: Sister Barb Walsh

assistant editor: Sister Mary Evans

assistant editor: Sister Mary Mattuc

assistant editor: Sister George R. R. Martin

assistant editor: Sister Kathleen Mullin

assistant editor: Sister James Marie Gross

assistant editor: Sister Helen Thompson

assistant editor: Sister Eugenia Sullivan

assistant editor: Sister Mary Jeremy

assistant editor: Sister Therese Mackin

assistant editor: Sister Mary Doyle

assistant editor: Sister Margaret Stecher

assistant editor: Sister Nancy Yerger

assistant editor: Sister Yvonne Yerger

assistant editor: Sister Barbara Schick

assistant editor: Sister Barbara Kuhle

assistant editor: Sister Mary Engelken

assistant editor: Sister Barb Walsh

assistant editor: Sister Mary Evans

assistant editor: Sister Mary Mattuc

assistant editor: Sister George R. R. Martin

assistant editor: Sister Kathleen Mullin

assistant editor: Sister James Marie Gross

assistant editor: Sister Helen Thompson

assistant editor: Sister Eugenia Sullivan

assistant editor: Sister Mary Jeremy

assistant editor: Sister Therese Mackin

assistant editor: Sister Mary Doyle

</div



Dr. Meneve Dunham

photo by barbi ries

-Grade evaluation-

Continued from page 2

Paralleling this was a lower level math course, Math Analysis. GPAs for a 7 years period were 1.8 in 1966, 2.68 in 1968, 2.87 in 1970, 2.3 in 1973, 2.75 in 1974, 2.90 in 1975, and 3.21 in 1976.

Considering this math course taught by Sister James Marie, who says her grading policy has been consistent over the years in GPA rise in such an either/or manner as math, may discount the notion today given the theory that grade inflation is easier.

Dr. Henry Goldstein, Spanish professor, feels the high GPAs are caused by the fact that teachers do a better job in explaining goals and objectives of courses. Although all the interviewees declined to comment on whether there has been a general grade inflation at Clarke, all stressed that there has been no inflation in their grade.

Nester Dominguez, Spanish department chairperson, said he doesn't see any grading inconsistency in his department. "More than one member of the Spanish department has not given an A to an entire class," he said. Dominguez has been at Clarke for nine years.

Flexibility

Sister Sheila O'Brien, Associate Dean, attributes the large number of students earning A's and B's to the flexibility of programs and absence of required specifics.

But academically strong students are only part of the picture. This semester, 30 students were placed on probation, Sister Sheila pointed out.

Students are placed on probation if their GPAs are below 2.00 or if their hours attempted exceed their hours earned by more than 4.

If specific course requirements are reinstated here, the withdrawal and S-U option dropped and teachers return to requiring specifics, it may result in less students earning A's and B's.

In that case, although the C's of Clarke graduates may compare to the A's and B's of other schools, they may easily face rejections from graduate schools and employers who place an emphasis on higher GPAs.

The solution then is a nationwide effort to redefine the meaning of education, its goals and objectives.

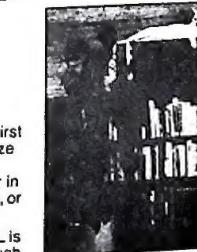
Dunham left Clarke in 1966 to work on her Ph.D. in musicology in Ann Arbor, Michigan. While she was there she received a fellowship to do research in Europe. She spent four months in Milan, Turin, Venice, Florence, and Vienna studying the manuscripts of composer Antonio

European Studies

In 1973 Dunham decided she again needed a change of scenery. The result was a job as Assistant Dean of Students at Newcomb College. Newcomb is the women's college connected with Tulane University in New Orleans. She also taught one music course. "While I was there, I noticed that, like most places, the

Ohm's Law: 6

If you want speakers that fit on a bookshelf, you don't have to settle for compromised performance.



The new Ohm L is the first unequalized bookshelf-size speaker that makes no compromises whatsoever in bass response, efficiency, or output potential.

Although the new Ohm L is small (and attractive) enough to fit on a bookshelf without looking out of place, it delivers full-size bass response (down only 4dB at 42 Hz.) The Ohm L is approximately twice as efficient as an equivalent acoustic-suspension speaker. And it can play four times as loudly.

How we did it.

Like the more expensive Ohm D2, C2, and H loudspeakers, the new Ohm L was designed using a computer, and the latest "filter synthesis" techniques.

The Ohm L features one extremely powerful, long throw, 8-inch woofer (made to exacting tolerances in our own plant). This woofer is optimized to perform in a ported, bookshelf-size enclosure.

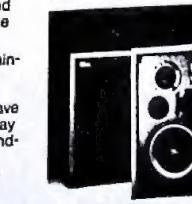
High frequencies are

The sound of the Ohm L, concludes Stereo Review, "is easily good enough to meet the sort of critical standards usually applied to much larger and considerably more expensive systems."

You can hear for yourself how we have defied the traditional laws of bookshelf speaker design at an Ohm dealer near you.

A 24-page brochure featuring the Ohm L and the entire Ohm line, is available by writing to us at Ohm Acoustics Corp. 241 Taaffe Place Brookline, N.Y. 11205

Copyright 1977 by Ziff-Davis Publishing Co. Reprinted by permission. All rights reserved.



AVAILABLE ONLY AT
SAILIN' Sleep & Sound, Inc.
1875 University Ave.

Interaction with students part of president's goals

By Kathy Grove
Staff Writer

The Clarke community consists of students, teachers, administrators and of course, the president of the college. That is not a unique observation. What is unique is that one person has filled all of these positions at Clarke at one time or another. That person is Dr. Meneve Dunham, Clarke's current president.

She came to Clarke as a student in 1949. "I was involved in student-government then, but I never dreamed that I would be president of Clarke someday," Dunham said with a soft laugh.

In 1952 Dunham took her final vows and became a Sister of Charity of the Blessed Virgin Mary (B.V.M.) She graduated from Clarke with a major in music and then went on to get her Master's Degree in music at DePaul University in Chicago.

In 1962, Dunham returned to Clarke as a music instructor. She learned of a U.S.O. tour that Clarke's drama department had taken. She and Sister Virginia Guame decided to organize musical U.S.O. group. "We were only allowed to have fifteen people in our traveling group. We had two moderators so that left 13 performers. Someone suggested that we build our show around 13 little acts and call the group 13 by 13," Dunham explained, her eyes lighting up. "Our first tour covered the Northeast Command which included Greenland, Iceland, and Labrador. Sister Virginia and I were the original moderators of the tour but Sister broke her leg at the last minute so Sister Therese Mackin went in her place."

European Studies

Vilvaldi. In the summer of 1970 she received a grant from the National Endowment for Humanities to do more research in Europe. "The fruits of that research are being published by A-R Editions, Inc. of Madison, Wisconsin sometime this year," Dunham said.

In 1971, Dunham decided to become involved in administrative work. "As a teacher I saw a lot of things I'd like to accomplish but I didn't have the direct input necessary to get things done. I thought I had some talent in organization and management so I decided to get some administrative training," Dunham said. She received a fellowship from the American Council on Education and spent the year 1971-1972 studying at Clairemont Colleges, a group of five independent colleges in Clairemont, California.

1971 was an important year for Dunham for another reason.

Decision to Change

It was then that she decided to leave the convent. "There is a time and place for everything. I appreciate the years I spent in the religious community in terms of personal and career development, but there came the time when it seemed as if it would be better if I made a change. It wasn't an easy decision but I had to make it," Dunham explained, her voice calm but powerful.

In 1972, Dunham returned to Clarke as a part-time teacher and as assistant to Dr. Giroux, who was president of Clarke at the time. During that time, Dunham chaired the Long-Range Planning Committee out of which emerged three new major courses of study at Clarke; Journalism-Mass Communications, Economics-Management Science, and Social Work.

In 1973 Dunham decided she again needed a change of scenery. The result was a job as Assistant Dean of Students at Newcomb College. Newcomb is the women's college connected with Tulane University in New Orleans. She also taught one music course. "While I was there, I noticed that, like most places, the

emphasis in career placement was always directed toward men. I thought we needed a career counseling center just for women," said Dunham. They did get the center which includes a liveable working area, library, lounge, and an art gallery.

Misses Teaching Aspect

Dunham stayed at Tulane until she came back to Clarke, this time to serve as president. Although she enjoys her work, she misses some of the aspects of teaching. "I discovered that my whole life had been geared toward teaching and now I don't have the old guideposts to follow. Before, I scheduled my day around the classes I had but now no two days are alike," explained Dunham. "But I especially miss the student contact I had as a teacher. That may come in time but these first few weeks have been geared toward faculty, alumni, and businessmen, trying to pull together answers to questions that were raised by last year's committee."

Eventually, Dunham hopes to be able to interact with the students more. "I hope that at Clarke we can provide the students with the opportunity to face themselves and the decisions they have to make," Dunham said. She paused a minute reflecting. "You have to know what your strengths and weaknesses are and then work to realize them. When you strengthen yourself you are then able to go out and give to others. It's easier to go with outside social pressures but while those may last for awhile, they won't support a lifetime of living. I hope the students gain an inner strength here at Clarke and not wait ten or twenty years to have meaningful lives."

Dunham admits to being achievement-oriented but she adds, "I've never let achievement become an over-riding, dominant aspect of my life. The arts have been a part of my life as long as I can remember and I also think it is important to have good friends and to have fun." That philosophy may well be the reason for the ever-present smile that lights up Meneve Dunham's face, as well as the key to her success.

Country Green

2197 University

Plants, macrame, jewelry
and weaving supplies

Now offering macrame
and jewelry classes

For information call 588-1145

Hours: 10-5 Mon. - Sat.
10 - 8:30 Thurs.

COURIER

stage paid at Dubuque, IA 52001, \$200 per person
published weekly during the school year, except for
Christmas and Easter vacations, and examination periods
1971, 1972 and 1973 to 2.75
1974, 2.64 in 1975 and
1976.

sports editor: Murphy
photography editor: Murphy
 Christmas and Easter vacations, and examination periods
1971, 1972 and 1973 to 2.75
1974, 2.64 in 1975 and
1976.

1971, 1972 and 1973 to 2.75
1974, 2.64 in 1975 and
1976.

